SCIENCE CONTENT RUBRIC	(5)	(3)	(1)
STANDARDS ALIGNMENT Indiana science content standards: ▪ Nature of Science Process Standards, ▪ Design Process Standards, ▪ Core Standards and Indicators.	**Most** of the science process and content standards and indicators designated for the specific course and/or grade level are addressed.	**Some** of the science process and content standards and indicators designated for the specific course and/or grade level are addressed.	**Few** of the science process and content standards and indicators designated for the specific course and/or grade level are addressed.
ACCURACY Accurate science content: ▪ Is grounded in current research and conforms to fact, ▪ Includes explanations about science that translate information into developmentally appropriate content without losing original meaning or distorting fact.	**Most** of the science content is accurate with few errors of fact or interpretation.	**Some** of the science content is accurate with few errors of fact or interpretation.	**Little** of the science content is accurate with few errors of fact or interpretation.
CONCEPT DEVELOPMENT Content developed for conceptual understanding: ▪ Focuses on a limited number of key concepts, ▪ Develops concepts in-depth at a developmentally appropriate level, ▪ Requires students to apply and demonstrate their understanding in multiple ways.	**Most** key science concepts are developed for conceptual understanding.	**Some** key science concepts are developed for conceptual understanding.	**Few** key science concepts are developed for conceptual understanding.
SEQUENCING Content with a coherent sequence: ▪ Is organized in a deliberate fashion to promote student understanding, ▪ Builds from and extends concepts previously developed, ▪ Strongly connects concepts to an overarching conceptual framework.	**Most** of the content has a coherent sequence.	**Some** of the content has a coherent sequence.	**Little** of the content has a coherent sequence.
CONTEXT Content that is context-rich: ▪ Is presented in an engaging context that is related to real world experiences and situations, ▪ Builds on students' prior conceptions, ▪ Facilitates the assimilation of new knowledge.	**Most** key science concepts are addressed in a context-rich setting.	**Some** key science concepts are addressed in a context-rich setting.	**Few** key science concepts are addressed in a context-rich setting.